ABSTRAK

HudayaHalizaDinNuli, 2026, *Pengembangan Kompetensi Guru Melalui Implementasi Kurikulum Merdeka Di SMP Negeri 5 Jombang.* Skripsi, Manajemen Pendidikan Islam, Institut Agama Islam Al-Urwatul Wutsqo (IAI UW) Jombang. Siti Zuliani, S. Pd.I,. M.Pd.

Kata Kunci : *Kompetensi Guru, Kurikulum Merdeka, Pengembangan Kompetensi,*

Implementasi kurikulum merdeka membutuhkan pengembangan kompetensi guru yang khusus untuk memenuhi kebutuhan dan tujuan dari kurikulum. Penelitian ini bertujuan untuk mendeskripsikan pengembangan kompetensi guru melalui implementasi Kurikulum Merdeka di SMP Negeri 5 Jombang serta menggambarkan proses implementasi Kurikulum Merdeka yang berlangsung di sekolah tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian studi kasus. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian 1. Pengembangan kompetensi guru Melalui Implementasi Kurikulum Merdeka Di SMP Negeri 5 Jombang melalui bahwa a. guru meningkatkan kapasitas mengajar melalui platfrom digital seperti Platform Merdeka Mengajar (PMM), webinar, serta *In-House Training* (IHT) serta menguatan kerja sama komunitas melalui forum MGMP, b. guru mengikuti platform Ruang GTK dalam rangka untuk menyusun modul ajar secara mandiri dengan mengadaptasi inspirasi dari internet. 2. Implementasi Kurikulum Merdeka Di SMP Negeri 5 Jombang melalui a. penguatan kompetensi diagnostik dan personalisasi pembelajaran dalam merancang serta melaksanakan asesmen diagnostik awal untuk memetakan gaya belajar. b. guru diberi hak untuk menjadi arsitek pembelajaran dalam merumuskan tujuan pembelajaran (TP) serta menyusun Alur Tujuan Pembelajaran (ATP) dan silabus secara mandiri. c. Guru diharuskan untuk melakukan pendekatan pembelajaran yang memicu nalar kritis melalui penerapan model pembelajaran modern seperti *Problem-Based Learning* (PBL), *Project-Based Learning* (PjBL), dan pembelajaran kooperatif secara konsisten.

ABSTRACT

Hudaya Haliza Din Nuli, 2026. *Teacher Competency Development Through the Implementation of the Merdeka Curriculum at SMP Negeri 5 Jombang*. Undergraduate Thesis, Islamic Education Management, Institut Agama Islam Al-Urwatul Wutsqo (IAI UW) Jombang. Advisor: **Siti Zuliani, S.Pd.I., M.Pd.**

***Keywords*:** *Teacher Competence, Merdeka Curriculum, Competency Development,*

Implementation of the Merdeka Curriculum requires the development of specific teacher competencies to meet its objectives and educational demands. The purpose of this study was to describe the development of teacher competencies through the implementation of the Merdeka Curriculum at SMP Negeri 5 Jombang and to illustrate the process of its implementation within the school. This study employed a qualitative approach with a case study research design. Data were collected through interviews, observations, and documentation. Data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings of the study revealed that: (1) Teacher competency develoent through the implementation of the Merdeka Curriculum at SMP Negeri 5 Jombang was carried out through: (a) enhancing teaching capacity through digital platforms such as the Merdeka Mengajar Platform (PMM), webinars, and In-House Training (IHT), as well as strengthening collaborative communities through Subject Teacher Consultation Forums (MGMP); and (b) encouraging teachers to utilize the Ruang GTK platform to independently develop teaching modules by adapting ideas and resources from the internet. (2) The implementation of the Merdeka Curriculum at SMP Negeri 5 Jombang was carried out through: (a) strengthening teachers' competencies in diagnostic assessment and personalized learning by designing and conducting initial diagnostic assessments to identify students' learning styles; (b) providing teachers with the autonomy to act as learning architects by formulating Learning Objectives (TP), developing Learning Objective Flow (ATP), and independently preparing syllabi; and (c) requiring teachers to implement learning approaches that foster critical thinking through the consistent application of modern instructional models such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), and cooperative learning.